



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DATE: December 14, 2022

TO: State Title I, Part A Directors
State Title I, Part C Directors
State Title I, Part D Directors
State Title II, Part A Directors
State Title III, Part A Directors
State Title IV, Part A Directors
State Title IV, Part B Directors
State Title V, Part B, Subpart 2 Directors
State Assessment Directors
State Directors for McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths Program

FROM: Ruth E. Ryder
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Office of Elementary and Secondary Education

SUBJECT: Updates Regarding ESEA Consolidated State Plans

Thank you for your work to re-establish and implement statewide accountability systems, as required under the Elementary and Secondary Education Act of 1965 (ESEA), and provide additional resources and supports to your districts, schools, and students to enable a durable, equitable educational recovery. I want to take this opportunity to offer some reminders for this school year. The State accountability system, including the requirement to assess all students, and the requirement to annually publish extensive information on State and local report cards are critical levers to provide parents, families, educators, and policymakers useful data about student and school performance to target resources and focus school improvement strategies.

State plan amendments

As you finalize your State's fall 2022 accountability determinations based on data from the 2021-22 school year, we encourage you to consider whether you would like to revise your ESEA consolidated State plan to support accountability determinations in future years. As a reminder, all States must submit any proposed ESEA consolidated State plan amendments to the U.S. Department of Education (Department) for review and approval before implementation. Amendments related to accountability determinations for fall 2023 based on data from the 2022-2023 school year should be submitted no later than **February 1, 2023**, to allow the Department to determine whether an amendment complies with applicable requirements and provide your State time to implement those changes.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Relatedly, to address the impact of disruptions created by the COVID-19 pandemic for students and schools, many States requested changes to approved ESEA consolidated State plans using the “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum). Each State that received approval for long-term changes using the COVID-19 State Plan Addendum (e.g., shift long-term goals, modify school identification timelines, and/or modify exit criteria) must submit an updated ESEA consolidated State plan that incorporates the previously approved changes. You may submit these changes separately or as part of other proposed ESEA consolidated State plan amendments.

I encourage you to talk with your Department program officer as you consider possible changes. We are available to provide technical assistance to support you. Prior to submitting an amendment to the Department, you must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances your State submitted in June 2017 under ESEA section 8304.

When submitting an amendment to the Department, please submit to OESE.TitleI-A@ed.gov and include:

- 1) A redlined version of the most recent approved consolidated State plan that reflects all proposed changes, preferably in Word;
- 2) A cover letter describing the proposed changes;
- 3) The signature of the chief State school officer or authorized representative; and
- 4) A description of how the State provided the public a reasonable opportunity to comment on the plan.

School improvement

All States were required to identify schools for support and improvement in fall 2022, using data from the 2021-22 school year (see Table 1). Each newly identified school is required to develop and implement a support and improvement plan consistent with the requirements in ESEA sections 1111(d)(1)(B) (for Comprehensive Support and Improvement (CSI) schools), 1111(d)(2)(B) (for Targeted Support and Improvement (TSI) schools), and 1111(d)(2)(B)-(C) (for Additional Targeted Support and Improvement (ATSI schools)). Under ESEA section 1111(d)(1)(B)(vi), States must approve, monitor, and periodically review support and improvement plans for CSI schools. Under ESEA section 1111(d)(2)(B)(iii)-(iv), local educational agencies (LEAs) must approve and monitor implementation of TSI and ATSI plans. Table 1 outlines the requirements for school identification, support and improvement plans, and CSI and ATSI exit criteria. The support and improvement plan for each school identified for CSI or ATSI must include identification of resource inequities and describe how such resource inequities will be addressed through implementation of the plan. Additionally, each State is required to periodically review resource allocation to support school improvement in each LEA that serves a significant number of CSI, TSI, and ATSI schools.

Reporting

Annual State and local report cards provide useful, comparable data across all public schools in your State to help educators, parents, and the public better understand school and student progress and make informed decisions on how best to use resources to support students. Publishing State and local report

cards, inclusive of all required data elements and fully disaggregated by student groups, is a critical transparency requirement of the ESEA. We encourage you to publish these report cards as soon as possible to ensure that all stakeholders in your State have this important information about their public schools. The State must include a *clear* and *concise* description of the State's accountability system on State and local report cards; this is particularly important this year due to the one-time changes most States made to their systems and because most States have not run accountability systems the past two years. States that made temporary changes to the calculation of indicators, exit timeline, and exit criteria for schools identified for CSI and ATSI through the COVID-19 State Plan Addendum must update those descriptions on State and local report cards.

Similar to prior years, as part of the Department's oversight of ESEA implementation, we will be reviewing State report cards this winter. This review will include ensuring that report cards have been published in a single place on the SEA website, checking a number of the required data elements, and following up with States where information is missing. For additional information on reporting requirements, please refer to the Department's guidance, [*Opportunities and Responsibilities for State and Local Report Cards under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act*](#). In particular, I encourage your team to use the checklist in Appendix A of this guidance to ensure that your State and local report cards meet ESEA requirements.

Technical assistance

The Department remains committed to supporting you including through our technical assistance partners. The Comprehensive Center Network (CCNetwork), consisting of the National Comprehensive Center and 19 Regional Comprehensive Centers (Regional Centers), provides capacity-building supports to States and LEAs. States may request support in implementing ESEA requirements from their Regional Center. Contact information for each Center and resources from the CCNetwork are available at <https://compcenternetwork.org/>.

The CCNetwork has several initiatives underway to support school improvement efforts. For example, the *Driving Toward Equity Through School Improvement Community of Practice (CoP)* brings together a cohort of States to learn about the use of equity indicators and develop strategies to address disparities in outcomes and opportunity to learn. The *Evidence-Based Interventions: Using American Rescue Plan (ARP) Resources to Accelerate Learning CoP* brings together cross-departmental State teams to explore effective and sustainable uses of ARP funding to support learning recovery and acceleration. The *Strategic Use of Support and Afterschool Set Asides CoP* demonstrates the benefits of summer and afterschool funding for youth, families, and out-of-school time systems. Resources from all three CoPs can be found here: <https://compcenternetwork.org/node/7475>.

Additionally, the CCNetwork, in partnership with Edunomics Lab, recently launched the *School Spending & Outcomes Snapshot: Supporting Conversations on Equity and School Improvement* tool for States, districts, schools, and education stakeholders to explore spending and outcomes data, available at <https://compcenternetwork.org/node/7584>. This is a particularly useful tool for States in reviewing resource allocations to support school improvement and for school districts and schools to use to identify and address resource inequities, as required in CSI and ATSI plans.

The Department's Student Engagement and Attendance Center (SEAC) supports States and LEAs in their efforts to reduce chronic absenteeism and increase student engagement. Resources, including State and LEA planning tools, are available at <https://oese.ed.gov/student-engagement-and-attendance-technical-assistance-sea-center/>.

Finally, the Department's Best Practices Clearinghouse offers resources focused on the academic and mental health supports that students, educators, and schools need as they recover from the COVID-19 pandemic. The Events Calendar includes webinars and other events and can be found here: <https://bestpracticesclearinghouse.ed.gov/index.html>. The What Works Clearinghouse continues to be a resource for evidence-based practices aligned with the evidence tiers defined by ESEA section 8101(21)(A) and is available at: <https://ies.ed.gov/ncee/wwc/FWW>.

Thank you again for the work that you continue to do to implement the ESEA and provide a high-quality education to all students. If you have any questions or need additional information, please contact OESE.TitleI-A@ed.gov or your program officer.

Table 1. Support and Improvement Plan Requirements and Exit Criteria, by School Identification Category

Category	Description	Plan requirements	Exit criteria
Comprehensive support and improvement (CSI): Low performing ESEA section 1111(c)(4)(D)(i)(I)	<p>Not less than the lowest performing 5 percent of all Title I schools.</p> <p>These schools must be identified at least every three years.</p>	<p>For each identified, school, the LEA must develop a plan that is reviewed and approved by the school, LEA, and State that:</p> <ol style="list-style-type: none"> (1) Is informed by all indicators in the accountability system; (2) Includes one or more evidence-based interventions; (3) Is based on a needs assessment; and (4) Identifies resource inequities to be addressed through implementation of the plan. <p><i>ESEA section 1111(d)(1)(B)</i></p>	<p>The State must establish statewide exit criteria that ensures continued progress to improve student academic achievement and school success.</p> <p>The State-determined number of years for schools identified for CSI to meet exit criteria may not exceed four years.</p> <p>If a CSI school does not satisfy the exit criteria within the State-determined number of years, the State must take more rigorous action, such as the implementation of interventions (which may include addressing school-level operations).</p> <p><i>ESEA section 1111(d)(3)(A)(i)(I)</i></p>
Comprehensive support and	All public high schools in the State (Title I and	See above for CSI plan requirements.	See above for CSI exit criteria requirements.

Category	Description	Plan requirements	Exit criteria
Improvement (CSI): Low graduation rate ESEA section 1111(c)(4)(D)(i)(II)	<p>non-Title I) failing to graduate one third or more of their students</p> <p>These schools must be identified at least every three years.</p>		
Comprehensive support and improvement (CSI): Not exiting additional targeted support and improvement (ATSI) status ESEA section 1111(c)(4)(D)(i)(III)	<p>Title I schools that were previously identified for additional targeted support and improvement (ATSI) and that did not meet the statewide exit criteria for ATSI schools within the number of years determined by the State.</p> <p>These schools must be identified at least every three years.</p>	See above for CSI plan requirements.	See above for CSI exit criteria requirements.
Targeted support and improvement: Consistently underperforming subgroup(s) (referred to as TSI) ESEA section 1111(c)(4)(C)(iii)	<p>Public schools (Title I and non-Title I) with one or more subgroups that meet the State's definition of consistently underperforming.</p> <p>These schools must be identified annually.</p>	<p>The school must develop a plan that is reviewed and approved by the school and LEA that:</p> <ol style="list-style-type: none"> (1) Is informed by all indicators in the accountability system; and (2) Includes one or more evidence-based interventions. <p><i>ESEA section 1111(d)(2)(B)</i></p>	There is no statutory requirement for the State to establish statewide exit criteria for schools identified for TSI.
Targeted support and improvement: Additional targeted support and improvement (ATSI) ESEA section 1111(d)(2)(C)	<p>Public schools (Title I and non-Title I) with one or more subgroups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI.</p> <p>The State determines the frequency with</p>	<p>The school must develop a plan that is reviewed and approved by the school and LEA that:</p> <ol style="list-style-type: none"> (1) Is informed by all indicators in the accountability system; (2) Includes one or more evidence-based interventions; and (3) Identifies resource inequities to be addressed 	<p>The State must establish statewide exit criteria that ensures continued progress to improve student academic achievement and school success.</p> <p>The State determines the number of years these schools have to meet exit criteria.</p>

Category	Description	Plan requirements	Exit criteria
	which these schools are identified.	through implementation of the plan. <i>ESEA section 1111(d)(2)(C)</i>	If an ATSI school does not satisfy the exit criteria within the State-determined number of years, the school shall be identified for CSI. <i>ESEA section 1111(d)(3)(A)(i)(II)</i>